

**TENNESSEE PLAN FOR IMPLEMENTING
THE TEACHER AND PARAPROFESSIONAL
QUALITY PROVISIONS OF THE
NO CHILD LEFT BEHIND ACT OF 2001**



TENNESSEE STATE DEPARTMENT OF EDUCATION

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**TENNESSEE PLAN FOR IMPLEMENTING THE TEACHER AND
PARAPROFESSIONAL QUALITY PROVISIONS OF THE
NO CHILD LEFT BEHIND ACT OF 2001**

Changes Since 01-14-2004 Approved Version

The following changes have been made in the state plan since the 1-14-04 approved plan was released. This version merely provides clarification or modification for some of the options of the previously approved guidelines. No new requirements are included. The changes have been highlighted in the plan. If an entire section has been modified or added, only the title of the section has been highlighted.

Page No.	Change
1	Clarifies deadline for ALL teachers to demonstrate HQ status.
2	Changes National Board Certification for existing elementary teachers from a stand-alone option to 100 points on the Professional Matrix (as per Federal monitors).
3	Clarifies that ALL endorsement areas for core academic subjects will be HQ upon initial licensure due to required licensure exams (inc. middle grades & spec. ed.)
4	Indicates addition of Praxis exam 0146 – Middle School: Content Knowledge as a means of verifying HQ status in four core subject areas in grades 7 & 8.
6	Adds “National Board Certification” to the list of components of the Professional Matrix.
7	Clarifies that revised <i>Framework for Evaluation and Professional Growth</i> was approved by the SBE on June 18, 2004.
9	Adds a fourth option for Paraprofessionals and extends deadline for compliance to the same date as classroom teachers (as per Fed’s).
12	Inserts Praxis exam 0146 – Middle School: Content Knowledge into list of exams for HQ status
15	Inserts Multidisciplinary Middle Grades test into list of science options.
16	Inserts Multidisciplinary Middle Grades test into list of social studies options.
17	Revises the list of business and marketing courses allowable for substitution for economics credit.
21	Adds National Board Certification to the Professional Matrix (as per Federal monitors).

**Tennessee Plan for Implementing the Teacher and Paraprofessional Quality Provisions of
the *No Child Left Behind Act of 2001*
August, 2003**

The federal No Child Left Behind (NCLB) Act of 2001 requires that all teachers teaching in core academic subject areas must be highly qualified no later than the end of the 2005-06 school year. The core academic subject areas are defined as English, reading or language arts, mathematics, science (biology, chemistry, earth science, physics, and physical science), foreign languages (French, German, Latin, and Spanish), civics and government, economics, arts (visual arts and music), history, and geography. While the federal statute provides a broad definition of the term *highly qualified* that applies to all public elementary or secondary teachers (must be fully licensed in the state with no licensure requirements waived), it specifically defines the requirements in relation to grade level (elementary, middle and secondary) and experience (new to the profession or existing teachers that are not new to the profession). For each grade level, the law requires that teachers demonstrate competency in the applicable subject areas and outlines multiple mechanisms for demonstrating their competency. This plan provides guidance in applying these requirements to Tennessee teachers.

One of the provisions of the NCLB Act is the qualifications of teachers and paraprofessionals with major emphasis on teacher quality as a factor in improving student achievement. The Tennessee plan for implementing the federal requirements outlined in the NCLB Act, presented herein, represents the state's on-going efforts to apply the federal requirements to Tennessee teachers. The State Department of Education (SDE) will continue to add clarification to the plan as needed as well as to pursue other options that will satisfy the requirements of NCLB beyond those outlined here. The Tennessee plan should be viewed as a working document that will be updated and refined as the state continues to implement the federal law.

TEACHERS

Timeline for Compliance

The highly qualified requirements of the NCLB Act apply to all public elementary and secondary teachers that teach core academic subjects. However, the timeline for implementation varies depending on the date of the teacher's employment and whether or not the teacher is working in a school or program that is supported by Title I funds.

- Teachers of core academic subjects newly hired after the first day of school in the 2002-03 school year to teach in a program supported by Title I funds (school-wide or targeted assistance), must meet the requirements upon employment.
- Teachers of core academic subjects hired after the first day of school in the 2002-03 school year to teach in a school or program that is NOT supported by Title I funds, must meet the requirements by the end of the 2005-06 school year.
- Teachers of core academic subjects hired before the first day of school in the 2002-03 school year, regardless of whether they teach in a program supported by Title I funds or not, must meet the requirements by the end of the 2005-06 school year. **Therefore, all teachers of record of core academic subjects must document "highly qualified" status by the local opening day of the 2006-2007 school year.**

The first day of school is defined as the first day that students reported based on the school system's calendar.

Definitions for Highly Qualified Teacher Requirements

Academic Major: An academic major *in the core subject content area* that is verified on the college/university transcript meets the highly qualified requirement for middle and secondary teachers.

Advanced Certification or Credential: National Board Certification (NBC) by the National Board for Professional Teaching Standards is considered advanced certification. A secondary (7-12) teacher who has achieved NBC in the subject area is considered highly qualified. **An elementary (K-6) teacher who has achieved NBC may verify “highly qualified” status by means of 100 points on the Professional Matrix.**

Alternative Routes: Tennessee alternative routes include the Alternative A, Alternative C and Alternative E licenses. Teachers who are actively working on one of these alternative routes and making satisfactory progress meet the licensure requirement for being highly qualified. Teachers on alternative routes must also hold a bachelor’s degree and satisfy the applicable subject content requirement to be considered highly qualified.

Arts: For the purposes of NCLB, music and visual arts represent the core academic subjects for the arts. A teacher in grades K-6 who teaches music or visual arts the major or minor portion of the day must meet the highly qualified requirement for music or art in the same manner as teachers in grades 7-12. A teacher in grades K-6 who teaches music or visual arts as a part of their basic curriculum responsibilities (self-contained) does not need to meet the subject specific requirement for the arts.

Coursework Equivalent of an Academic Major: For the purposes of NCLB, 24 semester hours of coursework (undergraduate and graduate level) in the core content area is the equivalent of an academic major. The 24 hours may include **up to** six semester hours of content methodology coursework. (Divide quarter hours by 1.5 to translate quarter hours to semester hours.)

Fully Licensed: A teacher who holds an apprentice, professional, out-of-state, or alternative license is considered fully licensed to teach in Tennessee. For a detailed description of these licenses, go to http://www.state.tn.us/education/lic_kind.htm.

Graduate Degree: A graduate degree *in the core content area* (not a degree in education or administration) satisfies the highly qualified requirement for middle and secondary teachers.

Middle Grades: Middle grades are defined as grades 7 and 8 for the purposes of NCLB. Teachers of core academic subjects for grades 7-8 must meet the highly qualified requirements for each core subject they teach.

New to the Profession: Teachers who are new to the profession are those teachers who were hired for the first time (with no prior teaching experience) in a Tennessee public school. A teacher who enters a Tennessee public school system with teaching experience from another public school system, an approved private school, or from another state is not considered new to the profession and therefore may meet the federal requirements using the options available to existing teachers.

Portable Highly Qualified Status: The highly qualified status is portable across Tennessee school systems. If a teacher achieves highly qualified status in a core academic subject area(s) in

one school system, the highly qualified status carries over (for same content area) if the teacher transfers to another Tennessee public school system. The state will also accept the highly qualified status for out-of-state teachers (with documentation) seeking Tennessee licensure.

Options for Meeting the Requirements

The requirements for licensure and endorsement in Tennessee are separate from the federal requirements for highly qualified status in that it is currently possible to be licensed and not meet the highly qualified requirements of the NCLB Act. For example, a teacher who holds a K-8 license who teaches mathematics in grade 8 may not meet the highly qualified definition to teach 8th grade mathematics unless the teacher demonstrates subject area competency required for middle grades. It is further possible to be considered highly qualified in an area and not be endorsed to teach in the area. For example, a high school teacher licensed to teach biology who also teaches mathematics (but does not hold the mathematics endorsement) may be considered highly qualified to teach mathematics by federal standards if the teacher has taken 24 semester hours of college level mathematics courses. However, it is important to note that state law which governs what teachers may teach outside of their endorsement area remains in effect.

Additionally, it should be noted that based on Tennessee teacher licensure requirements, as of September 1, 2005, all newly licensed teachers who are assigned to teach in their area(s) of endorsement will meet the NCLB highly qualified requirements.

The options for meeting the highly qualified requirements vary depending on whether the teacher is new to the profession or is an existing teacher who is not new to the profession. The options further vary based on the grade level being taught (elementary, middle, or secondary).

Highly Qualified Elementary Teachers (K-6)

For the purposes of NCLB, an elementary teacher must demonstrate subject knowledge and teaching skills in reading, writing, mathematics and other areas of the basic elementary school curriculum.

Elementary teachers in grades 4-6 who teach in a departmentalized setting, may meet the federal requirements as outlined below for all elementary teachers, or they may meet the subject specific requirements for the core subjects they teach in the same manner as 7-8 middle grades teachers.

A highly qualified elementary teacher (K-6) who is new to the profession is one who is fully licensed to teach in Tennessee (including the specified alternative routes) with no licensure requirements waived, holds at least a bachelor's degree, and has passed one of the NTE or Praxis teacher licensure tests designated on the test options list (see Appendix A) for the assigned teaching area.

A highly qualified existing elementary teacher (K-6) who is not new to the profession is one who is fully licensed to teach in Tennessee (including the specified alternative routes) with no licensure requirements waived, holds at least a bachelor's degree, and has:

- passed one of the NTE or Praxis teacher licensure tests designated on the test options list in Appendix A, or
- demonstrated competence in reading, writing, mathematics and other areas of basic elementary school curriculum via a highly objective uniform state standard of evaluation (HOUSSE). (See section on HOUSSE Options)

Highly Qualified Middle (7-8) and Secondary Teachers (9-12)

A highly qualified middle or secondary teacher (7-12) who is new to the profession is one who is fully licensed to teach in Tennessee (including the specified alternative routes) with no licensure requirements waived, holds at least a bachelor's degree, and has demonstrated competency in each core academic subject assigned to teach by having:

- passed one of the NTE or Praxis teacher licensure tests designated on the test options list in Appendix A, or
- an academic major in the core subject area, or
- the coursework equivalent of an academic major (24 semester hours), or
- a graduate degree in the core subject area.

A highly qualified existing middle or secondary teacher (7-12) who is not new to the profession is one who is fully licensed to teach in Tennessee (including the specified alternative routes) with no licensure requirements waived, holds at least a bachelor's degree and has demonstrated competency in each core academic subject assigned to teach by having:

- passed one of the NTE or Praxis teacher licensure tests designated on the test options list in Appendix A, or
- an academic major in the core subject area, or
- the coursework equivalent of an academic major (24 semester hours), or
- a graduate degree in the core subject area, or
- National Board Certification in the subject area, or
- demonstrated competence in all core academic subject areas via a highly objective uniform state standard of evaluation (HOUSSE). (See section on HOUSSE Option)

Science and Social Studies. Middle grades (7-8) and secondary teachers (9-12) who teach science and social studies courses should refer to Appendices B and C, respectively, for further guidance related to the test and major options available for meeting the highly qualified requirements in these core areas.

Middle Grades Subject-Specific Tests. Tennessee has completed the process to adopt four Praxis middle grades subject-specific tests for middle grades teachers (7-8) who choose to use the test option to meet the federal requirements. The tests and the respective minimum passing scores are listed below (Scores established by a panel of practitioners.). Information about these tests is available on the ETS web site at <http://www.ets.org>.

Test Code	Test Name	Minimum Score
0049	Middle School English Language Arts	145
0069	Middle School Mathematics	143
0439	Middle School Science	135
0089	Middle School Social Studies	140

NOTE: Effective September 1, 2005, middle grades teachers who have passed Praxis Exam **0146 – Middle School Content Knowledge** will be considered “highly qualified” in English/Language Arts, Mathematics, Science and Social Studies in Grades 7 and 8.

Substitute Core Courses. A secondary course that is offered as a substitute for a core academic course must be taught by a highly qualified teacher. A list of the applicable courses that may be substituted for a core academic course appears in Appendix D.

HOUSSE Options

The NCLB Act allows existing teachers (elementary and secondary) the option to demonstrate competency in all core academic subject areas via a highly objective uniform state standard of evaluation (HOUSSE). The state has completed development of the specific criteria for two HOUSSE options and is still developing the criteria for a third option that will meet the content requirement. The following describes each option and the status of the development efforts. (Projected date for presentation of this option to the schools = July, 2004.)

▪ **Professional Matrix**

The Professional Matrix enables teachers to accumulate “points” for a variety of professional activities and accomplishments related to the content area and teaching skills as a means to achieve highly qualified status. Using a 100-point scale, teachers may earn points in the following general areas of professional endeavor in the content area:

○ **National Board Certification**

- Experience in the specific content area
- Positive evaluations
- College coursework
- Honors/awards/publications
- Professional leadership
- Staff/professional development

The matrix includes recency requirements for some areas with maximum point limits for each of the above broad categories. See the Documents Section of this plan for a copy the Professional Matrix and detailed instructions for its completion.

The Professional Matrix was approved by the SBE on August 22, 2003.

▪ **Teacher Effect Data**

Teacher effect data which is a statistical means of estimating the teacher’s impact (effect), or lack of impact on student achievement or learning, has been produced as a component of the Tennessee Value-Added Assessment System (TVAAS) since 1996. The analysis of teacher effect data uses three-year average gain comparisons: teacher vs. norm, teacher vs. state, and teacher vs. system as an estimated measure of the teacher’s effect on student learning.

The estimated average gain comparisons--teacher vs. norm, teacher vs. state, and teacher vs. system--are reported as *Above* the mean, *Below* the mean, or *Not Detectably Different (NDD)* from the mean. NDD comparison scores are within two (2) standard errors of the mean which provides a 95% level of statistical confidence.

TVAAS teacher effect data is available for teachers in grades four (4) through eight (8) who teach reading, language, mathematics, science and/or social studies. At the high school level, teacher effect data is currently available for the Gateway exams in Algebra I, Biology and English I; and for end-of-course tests in English I and Math Foundations II. Teacher effect data will become available for the English II Gateway as well as additional end-of-course assessments as soon as the necessary number of years for generating these data is completed.

By state statute (TCA 49-1-606), teacher effect data is confidential. Therefore, if a teacher elects to use this option to achieve highly qualified status, the teacher must provide a copy of the report to the LEA for documentation and federal/state monitoring purposes. Otherwise the confidentiality of the data must be maintained. The appropriate school administrator(s) will assure the SDE that the teacher has met the criteria as outlined herein.

The following criteria for teacher effect data will determine highly qualified status:

- Most recent 3-year average gain comparison using the teacher vs. state.
- At the high school level (9-12), teacher effect reports are single year reports. Therefore, three consecutive single year reports are required in the same content area.
- The teacher vs. state gain comparison level must be NDD from the mean or Above the mean for the state.
- Teachers in self-contained classrooms (K-6) must score NDD or Above in all five subject areas to use this option. If the teacher scores Below the mean in any one subject area, teacher effect data may not be used for broad-field elementary highly qualified status.
- Elementary teachers in grades 4-6 who teach in a departmentalized setting, who choose to use this option, must score NDD or Above in all applicable subjects. In this instance, the teacher is highly qualified only in the specific subject area(s).
- Middle grades (7-8) and high school (9-12) teachers must meet NDD or Above in each applicable subject area. If the teacher scores Below the mean in any subject area, teacher effect data may not be used for highly qualified status in that subject area.
- A 3-year average gain comparison that meets the above criteria at one elementary grade, satisfies the highly qualified requirement for all elementary grades (K-6) in the same content areas. The same applies to the middle grades (7-8).

The Teacher Effect option was approved by the SBE on August 22, 2003.

▪ **Framework for Evaluation and Professional Growth**

Language within the domains and various components of the Framework has been strengthened to direct more focus on the evaluation of the teacher's subject-matter knowledge in the content area as well as a more focused assessment of their teaching skills related to the content area. Additionally, the modified Framework addresses a teacher's efforts to remain current in the subject content area.

The modified Framework became available in July, 2004. This component was incorporated into the state plan by approval of the SBE on June 18, 2004.

Highly Qualified Requirements for Special Groups of Teachers

Alternative School Teachers. Teachers in alternative schools, who are not the teacher of record for core academic subjects and serve in a facilitator capacity, do not need to meet the highly qualified requirements. Teachers in alternative schools who are the teacher of record for the core subject areas (make class and homework assignments, issue grades, etc.), must meet the highly qualified requirements in the same manner as other teachers of the core subject areas.

English as a Second Language (ESL) Teacher. An individual must hold a current teaching license and hold the ESL endorsement to teach ESL in Tennessee schools. In order to meet the requirements for the NCLB Act, a highly qualified ESL teacher is one who is fully licensed to teach in Tennessee, holds at least a bachelor's degree and has demonstrated competency by having:

- passed the Praxis ESL test designated on the test options list in Appendix A, or
- the coursework equivalent of an academic major for ESL (24 semester hours which can include up to six hours in a foreign language), or
- a master's degree in English, Education, Curriculum and Instruction, or Linguistics each of which must include an area of emphasis in teaching ESL or bilingual education, or
- National Board Certification in ESL or
- demonstrated competence for ESL and/or in all core academic subject areas via a highly objective uniform state standard of evaluation (HOUSSE). (See section on HOUSSE Option)

ESL teachers who teach core academic subjects at the middle school or secondary level as the teacher of record must meet the highly qualified requirements for each core academic subject they are assigned to teach.

Out-of-State Teacher Applicants. Out-of-state teacher applicants seeking a Tennessee teaching license must meet Tennessee licensure requirements. Tennessee will accept an out-of-state applicant's highly qualified status achieved in another state (with appropriate documentation). Out-of-state teachers who are fully licensed in another state, but who do not meet the requisite Tennessee licensure testing requirements, will be considered highly qualified for one year during which time they must pass the required test(s).

Special Education Teachers. While special education teachers who only provide consultative services are excluded from meeting the highly qualified requirements, current guidance indicates that special education teachers, who teach core academic subjects at the middle or secondary level, must meet the subject specific requirements. For those special education teachers who teach core academic subjects, the U.S. Department of Education is expected to issue guidance on how states can establish procedures for those teachers to demonstrate competency in the core content areas. The state will await further guidance and the reauthorization of the *Individuals with Disabilities Education Act (IDEA)* to define the specific requirements pertaining to special education teachers.

Teachers Who do Not Meet Requirements for Highly Qualified Teachers

The following types of teachers do not meet the highly qualified requirements in NCLB:

- Teachers on permits for a core academic course
- Teachers on Interim Licenses (except out-of-state teachers who hold a full license from another state)

Additionally, unless the following types of teachers can demonstrate highly qualified status in the core area, the teacher may not meet the federal requirements of NCLB:

- Licensed teachers on waiver for a core academic course
- Licensed teachers teaching core academic subjects outside of their field of endorsement

An overview of the teacher quality requirements as outlined in the NCLB Act appears in Appendix E.

PARAPROFESSIONALS

The requirement that paraprofessionals be highly qualified applies only to instructional paraprofessionals who work in programs supported by Title I funds (school-wide or targeted assistance). However, all Title I paraprofessionals must, at a minimum, have a high school diploma or its recognized equivalent.

Paraprofessionals who provide instructional services must have done **one** of the following to meet the highly qualified requirements--

- completed two years of study at an institution of higher education; or
- obtained an associate's or higher degree; or
- passed a test that demonstrates knowledge of and the ability to assist in the instruction of reading, writing, and mathematics; or
- completed an assessment of content competence developed by the Local Education Agency (LEA) and approved by the State Department of Education.

Timeline for Compliance

- Instructional paraprofessionals newly hired after January 8, 2002 who work in programs supported by Title I funds (school-wide or targeted assistance), are required to meet these requirements upon employment.
- Instructional paraprofessionals who were hired on or before January 8, 2002 and who work in programs supported by Title I funds (school-wide or targeted assistance), must meet the requirements by the first local day of school year 2006-2007.

Guidelines and Definitions for Highly Qualified Paraprofessional Requirements

- The state equates 48 semester hours (excluding remedial courses), as the equivalent of two years of college. Developmental courses may count toward the 48 hours.
- The state does not require that the coursework or associate's degree be in any specific subject or field. The nature of the coursework or degree is left to the discretion of the school system. However, the coursework must have been obtained from an accredited institution of higher education.
- The SDE has collaborated with the Tennessee Board of Regents (TBR) in the development of an on-line associate's degree program for paraprofessionals. Information about the on-line degree is on the TBR web site at <http://www.tn.regentsdegrees.org/>.
- Tennessee has adopted the Praxis ParaPro Assessment as the statewide test for paraprofessionals. The ParaPro was developed by Educational Testing Service (ETS) to satisfy the test option for paraprofessionals. Information about this test is available on the ETS web site at <http://www.ets.org/parapro>. Local Education Agencies may develop (or purchase from a vendor) an assessment of content competence with the approval of the State Department of Education.
- The Tennessee passing score for the Praxis ParaPro Assessment is 456.

- All instructional paraprofessionals newly hired after January 8, 2002, who have not completed two years of college or do not hold an associate's degree or higher, must pass the ParaPro test or complete an assessment of content competence developed by the Local Education Agency (LEA) and approved by the State Department of Education prior to being hired in a Title I school or program.
- Paraprofessionals may take the ParaPro test in two different settings. They can register for the paper and pencil version with ETS, or school districts can order the on-line version for their paraprofessionals to take on site. The cost for either version of the test is \$40 (no registration fee).
- A study guide for the ParaPro is available and can be ordered from the ETS web site above or by calling 800-537-3161. The cost of the study guide is \$25.
- Aides that are working as translators or parent liaisons do not need to meet these requirements. However, all paraprofessionals, including translators and parent liaisons, must now have, at a minimum, earned a secondary school diploma or its recognized equivalent.
- The highly qualified status will be portable across school systems.

APPENDIX A

Test Options for Demonstrating Subject Area Competency to Meet Highly Qualified Requirements for NCLB

Some currently licensed teachers may wish to demonstrate their subject matter competence by taking a test. If so, the following tests will serve to meet the highly qualified requirements of the NCLB Act.

Note that this list contains some tests that are no longer in existence as well as tests that are no longer valid for use in Tennessee. Therefore, Tennessee teachers may not take such tests presently to meet the requirements. However, teachers may use passing scores from any test on the list that was valid at the time the test was taken, even if the test was taken prior to the time that the state required the test for licensure in Tennessee.

Where multiple tests are listed for a subject area, the test in bold is the required current test option when no other test has already been taken. The applicable passing score(s) for each test is included in Appendix A (Part 2).

See Appendix B and Appendix C for additional specific guidance regarding the science and social studies areas, respectively.

<i>Passing any <u>one</u> test for the subject area (except when using the NTE Core Battery) will satisfy the highly qualified requirement.</i>		
Subject Area	Test Code	Test Title
Art K-12	0133 0130	Art: Content Knowledge Art Education
Biology 7-12	0235 0230 0231	Biology: Content Knowledge Biology Biology: Content Knowledge, Part 1
Chemistry 7-12	0245 0240 0241	Chemistry: Content Knowledge Chemistry Chemistry: Content Knowledge
Early Childhood Education PK-4*	0014 0010 0011 0510 & 0500	Elementary Education: Content Knowledge Education in the Elementary School Elementary Education: Curriculum, Instruction, & Assessment NTE Core Battery: General Knowledge and Communications Skills
Reading only	0201 or 0014	Reading Across Curriculum: Elementary OR Elementary Education: Content Knowledge
Earth Science 7-12	0571 0570 0431	Earth Science: Content Knowledge Earth/Space Science General Science: Content Knowledge, Part 1
Economics 7-12	0910 0080	Economics Social Studies
Elementary Education K-6	0014 0010 0011 0146 0510 & 0500	Elementary Education: Content Knowledge Education in the Elementary School Elementary Education: Curriculum, Instruction, & Assessment Middle School: Content Knowledge NTE Core Battery: General Knowledge and Communications Skills
Reading only	0201 or 0014	Reading Across Curriculum: Elementary OR Elementary Education: Content Knowledge
English 7-12	0041 0040	English Language, Literature, Composition: Content Knowledge English Language and Literature
English as a Second Language	0360	Teaching English as a Second Language
Geography 7-12	0920 0080	Geography Social Studies
Government & Civics 7-12	0930 0080	Government/Political Science Social Studies
History 7-12	0940 0080	World and U.S. History Social Studies

*NCLB applies to teachers in grades K-12. Early childhood teachers who teach only grade PK do not need to meet the requirements.

Subject Area	Test Code	Test Title
Languages: French German Latin Spanish	0173 0170 0181 0180 0600 0191 0190	French: Content Knowledge French German: Content Knowledge German Latin Spanish: Content Knowledge Spanish
Mathematics 7-12	0061 0060	Mathematics: Content Knowledge Mathematics
Middle Grades 7-8: English/Lang Arts Mathematics Science Social Studies Multi-Disciplinary Reading only	 0049 0069 0439 0431 0432 0089 0080 0146 0201 or 0049	Middle School English Language Arts Middle School Mathematics Middle School Science General Science: Content Knowledge, Part 1 General Science: Content Knowledge, Part 2 Middle School Social Studies Social Studies Middle School: Content Knowledge Reading Across Curriculum: Elementary OR Middle School English Language Arts Note: The equivalent secondary subject specific test is also acceptable. See Appendix B and Appendix C for additional guidance regarding the science and social studies areas, respectively.
Music K-12	0113 0110	Music: Content Knowledge Music Education
Physical Science 7-12	0245 0240 0241 0265 0260 0261 0431 0432	Chemistry: Content Knowledge Chemistry Chemistry: Content Knowledge Physics: Content Knowledge Physics Physics: Content Knowledge General Science: Content Knowledge, Part 1 General Science: Content Knowledge, Part 2
Physics 7-12	0265 0260 0261	Physics: Content Knowledge Physics Physics: Content Knowledge

APPENDIX A (PART 2)

Applicable Test Scores for Demonstrating Subject Area Competency to Meet Highly Qualified Requirements for NCLB

The following test scores apply when the test option is used to meet the highly qualified requirements in NCLB. Refer to Appendix A to determine the test that satisfies the highly qualified requirement for the grade/core subject area being taught. Individuals seeking information about tests and score requirements for licensure and endorsement should refer to the guidelines at http://www.state.tn.us/education/lic_nte.htm.

The **start date** indicates the initial effective date of the passing score for the respective test in Tennessee. The **end date** indicates the last effective date for the score. Please note that some tests have more than one passing score.

Regardless of the start/end date for a test score, if a teacher took any test listed below, the test may be used for highly qualified status as long as a passing score was achieved. The following guidelines should be used to determine the appropriate passing score.

- If the teacher took the test at any time during the listed start/end dates, the score in effect at the time applies. For example: Teacher A took test 0010 in March 1993. The applicable passing score for this teacher is 520.
- If the teacher took the test prior to the initial use of the test in TN, the earliest required score applies. For example: Teacher B took test 0010 in June 1985. The applicable passing score for this teacher is 490.
- If the teacher took the test after the test was no longer being used in TN (end date), the last required score applies. For example: Teacher C took test 0010 in Nov. 1998. The applicable passing score for this teacher is 520.
- If the teacher took the test during the period when no minimum (NM) score was required for licensure or endorsement, the initial score established for the test applies for highly qualified status. For example: The 0014 test was implemented with NM score during 9/1/01 – 8/31/03. The passing score of 140 becomes effective 9/1/03. Teacher D took 0014 in Sept. 2002. The applicable passing score for this teacher is 140.

A list of the acceptable alternate test codes (with same test title) has been added.

Test Code	Alternate Code	Test Title	Start Date	End Date	Passing Score
0010	01, 0001	Education In The Elementary School	9/1/1987	8/31/1992	490
0010		Education In The Elementary School	9/1/1992	8/31/1998	520
0011		Elementary Education: Curriculum, Instruction, and Assessment	9/1/1998	current	159
0014		Elementary Education: Content Knowledge	9/1/2001	current	140
0040	04, 0004	English Language and Literature	9/1/1987	8/31/1992	480
0040		English Language and Literature	9/1/1992	8/31/1995	510
0041		English Language, Literature, Composition: Content Knowledge	9/1/1995	current	157
0049		Middle School English Language Arts	8/22/2003	current	145
0060	06, 0006	Mathematics	9/1/1987	8/31/1991	520
0060		Mathematics	9/1/1991	8/31/1995	540
0061		Mathematics: Content Knowledge	9/1/1995	current	136
0069		Middle School Mathematics	8/22/2003	current	143
0080	08, 0008	Social Studies	9/1/1987	8/31/1992	490
0080		Social Studies	9/1/1992	8/31/1993	520
0089		Middle School Social Studies	8/22/2003	current	140
0110	11	Music Education	9/1/1987	8/31/1998	480
0113		Music: Content Knowledge	9/1/1998	current	150
0130	13, 0013	Art Education	9/1/1990	8/31/1998	530
0133		Art: Content Knowledge	9/1/1998	current	150
0146		Middle School: Content Knowledge	9/1/2000	current	150
0170	17, 0017	French	9/1/1987	8/31/1991	490
0170		French	9/1/1991	8/31/1998	520
0173		French: Content Knowledge	9/1/1998	current	160

Test Code	Alternate Code	Test Title	Start Date	End Date	Passing Score
0180	18, 0018	German	9/1/1987	8/31/1988	470
0181		German: Content Knowledge	9/1/1998	current	139
0190	19, 0019	Spanish	9/1/1987	8/31/1992	480
0190		Spanish	9/1/1992	8/31/1995	490
0191		Spanish: Content Knowledge	9/1/1995	current	152
0201		Reading Across Curriculum: Elementary	8/22/2003	current	153
0230	23, 0023	Biology	9/1/1989	8/31/1995	420
0231		Biology: Content Knowledge, Part 1	9/1/1995	8/31/2002	146
0235		Biology: Content Knowledge	9/1/2002	current	148
0240	24, 0024	Chemistry	9/1/1987	8/31/1995	400
0241		Chemistry: Content Knowledge	9/1/1995	8/31/2002	136
0245		Chemistry: Content Knowledge	9/1/2002	current	152
0260	26, 0026	Physics	9/1/1987	8/31/1995	400
0261		Physics: Content Knowledge	9/1/1995	8/31/2002	124
0265		Physics: Content Knowledge	9/1/2002	Current	144
0360		Teaching English as a Second Language	9/1/1999	Current	530
0431		General Science: Content Knowledge, Part 1	9/1/1995	Current	138
0432		General Science: Content Knowledge, Part 2	9/1/1995	12/28/2001	136
0439		Middle School Science	8/22/2003	current	135
0500		NTE Core Battery: Communication Skills	9/1/1984	8/31/1986	640
0500		NTE Core Battery: Communication Skills	9/1/1986	8/31/1987	644
0500		NTE Core Battery: Communication Skills	9/1/1987	8/31/1991	647
0500		NTE Core Battery: Communication Skills	9/1/1991	4/13/1998	651
0510		NTE Core Battery: General Knowledge	9/1/1984	8/31/1986	637
0510		NTE Core Battery: General Knowledge	9/1/1986	8/31/1987	640
0510		NTE Core Battery: General Knowledge	9/1/1987	8/31/1991	644
0510		NTE Core Battery: General Knowledge	9/1/1991	4/13/1998	647
0570	57, 0057	Earth/Space Science	9/1/1990	8/31/1996	470
0570		Earth/Space Science	9/1/1996	8/31/1998	520
0571		Earth Science: Content Knowledge	9/1/1998	8/31/2002	144
0571		Earth Science: Content Knowledge	9/1/2002	current	146
0600	60	Latin	9/1/1991	current	540
0910	91, 0091	Economics	9/1/1990	current	530
0920	92, 0092	Geography	9/1/1990	current	520
0930	93, 0093	Government/Political Science	9/1/1990	current	560
0940	94, 0094	World and U.S. History	9/1/1990	current	490

APPENDIX B

Science: Highly Qualified Guidance

The following sciences (and all related courses) are considered core academic subjects in Tennessee for purposes of NCLB: biology, chemistry, earth science, physics, and physical science. The state will consider individuals highly qualified for the purposes of meeting the content requirements of NCLB if they meet **one** of the following options:

1. Test Option.

- a. High School. Teachers are considered highly qualified to teach in grades 9-12 if they pass the NTE or Praxis examination in the subject(s) they teach. Teachers of physical science (and related courses) are considered highly qualified if they pass any one of the following NTE or Praxis examinations: chemistry, physics, or general science.
- b. Middle Grades. Science at the middle grades level has a broad-field emphasis in the areas of life, earth, and physical science. Teachers are considered highly qualified to teach any science in grades 7-8 if they pass any one of the following NTE or Praxis examinations: middle grades multi-disciplinary, middle grades science or secondary tests in general science, biology, chemistry, physics, or earth science.

Note: Please refer to the detailed test list for the specific acceptable tests for all core subject areas.

2. Major Option.

- a. High School. Teachers of biology, chemistry, physics, and earth science (and all related courses for each area) are considered highly qualified if they have a major or have the equivalent of a major (24 hours) in the subject(s) they teach. Teachers of physical science (and related courses) are considered highly qualified if they have a major or the equivalent (24 hours) in physics or chemistry, or 24 hours combined in physics and chemistry.
- b. Middle Grades. Science at the middle grades level has a broad-field emphasis in the areas of life, earth, and physical science. Therefore, new teachers seeking to become highly qualified in middle grades sciences should focus their course taking on these areas. Teachers are considered highly qualified to teach any of the science areas in grades 7-8 if they have a major or the equivalent (24 hours) in biology, chemistry, physics, earth science or broad-field coverage in life, earth and physical science.

3. Graduate Degree in the core content area.

4. Advanced Certification or Credential. National Board Certification (NBC) in the content area, including broad-field.

5. HOUSSE Option. Teachers are considered highly qualified if they demonstrate competency in the core subject area based on a highly objective uniform state standard of evaluation (HOUSSE). The HOUSSE options are available only to existing teachers. See the section on HOUSSE Options.

Note: A course that a school system offers as a substitute for a core academic area must be taught by a highly qualified teacher (i.e. Biology for Technology may substitute for Biology). See Appendix D for guidance on Substitute Credit Courses.

APPENDIX C

Social Studies: Highly Qualified Guidance

The following social studies areas are considered core academic subjects for NCLB: history, geography, economics, and government and civics. The state will consider individuals highly qualified for purposes of meeting the content requirements of NCLB if they meet **one** of the following options:

1. Test Option.

- a. High School. Teachers are considered highly qualified to teach in grades 9-12 if they pass the NTE or Praxis examination in the subject(s) they are teaching: history, geography, government, and economics, or the broad-field social studies test (if previously taken).
- b. Middle Grades. Social studies at the middle grades level is focused on history and geography. Teachers are considered highly qualified to teach in grades 7-8 if they pass any one of the following NTE or Praxis examinations: **middle grades multi-disciplinary**, middle grades social studies or secondary tests in social studies, history, or geography.

Note: Please refer to the detailed test list for the specific acceptable tests for all core subject areas.

2. Major Option. Teachers are considered highly qualified if they have a major or have the equivalent of a major (24 hours) in any **one** of the following:

- a) History
- b) Geography
- c) Government and Civics
- d) Economics
- e) Social studies, including any combination of courses in history, geography, economics, and government and civics (see minimum hour requirements below to teach a specific subject).

Note: To utilize the broad-field social studies major (“e” above) for highly qualified status, teachers must have at least 18 hours in history to teach history, 9 hours in geography to teach geography, 9 hours in economics to teach economics, and 9 hours in government and civics to teach government and civics.

- a. High School. To be considered highly qualified to teach social studies, high school teachers must have the major or the equivalent of a major (24 hours) in the subject area, or have a broad-field social studies major and meet the minimum hour requirements to teach the specific core subject.
- b. Middle Grades. Social studies at the middle grades level is focused on history and geography. Therefore, new teachers seeking to become highly qualified in middle grades social studies should focus their course taking on history and geography. To be considered highly qualified to teach history or geography, middle grades teachers must have the major or the equivalent of a major (24 hours) in history, geography, or have a broad-field social studies major to teach social studies in either grade 7 or 8.

3. Graduate Degree in the core content area.

4. Advanced Certification or Credential. National Board Certification (NBC) in the core content area, including broad-field.

- 5. HOUSSE Option.** Teachers are considered highly qualified if they demonstrate competency in the core subject matter based on a highly objective uniform state standard of evaluation (HOUSSE). The HOUSSE options are available only to existing teachers. See section on HOUSSE Options.

Note: A course that a school system offers as a substitute for a core academic area must be taught by a highly qualified teacher (i.e. Business Economics may substitute for Economics). See Appendix D for guidance on Substitute Credit Courses.

Appendix D

Substitute Credit Courses: Highly Qualified Guidance

The following courses may be offered either as an elective or as a substitute for a core academic course. A course that a system offers as a *substitute for a core academic course* must be taught by a highly qualified teacher in the core subject area. For example, if Applied Communications is offered as a substitute for English III, the teacher must be highly qualified to teach English. The teacher does not need to meet the highly qualified requirement if the substitute course listed below is only offered as an elective.

Note: So as not to impact those juniors and seniors currently in the pipeline, the requirement that teachers of substitute core academic courses be highly qualified does not take effect until the beginning of the 2004-05 school year. However, school systems should take this requirement into consideration now when hiring new teachers that may be assigned to teach a substitute credit course. The guidelines for scheduling credit courses that substitute for core academic areas will be included in the 2004-05 Correlation of Course Codes.

The column “Core Subject Area” represents the core academic subject area in which the teacher must meet the highly qualified requirement for the applicable substitute course.

Subject Area	Substitute Course	Substitution Area	Core Subject Area
English	Applied Communications	English III or IV	English
Mathematics	Math for Technology II	Algebra I	Mathematics
Science	Agri-Science	Life Science	Biology
	Anatomy and Physiology	Science credit	Biology
	Biology for Technology	Biology	Biology
	Nutrition Science	Science credit	Biology or Chemistry
	Principles of Technology I	Science credit	Physical Science
	Principles of Technology II	Science credit or Physics if both I and II are taken	Physics
Social Studies	American Business/Legal Systems	Government	Government
	Business Economics	Economics	Economics
	Consumer Economics	Economics	Economics
	International Business and Marketing	Economics	Economics
	Virtual Enterprise	Economics	Economics
	Marketing	Economics	Economics
	Marketing & Mangmt I- Principles		
	Financial Services Marketing		
	Entrepreneurship		
	Services Marketing		
	Retail Operations		
	Wholesale-Logistics Operations		
	International Business & Marketing		

APPENDIX E

OVERVIEW: NCLB REQUIREMENTS FOR HIGHLY QUALIFIED TEACHERS

Highly Qualified New Teachers

The term <i>highly qualified teacher</i> applies to any public elementary or secondary school teacher who is fully licensed to teach in the state and does not have any licensure requirements waived on an emergency, temporary, or provisional basis. Teachers <u>new to the profession</u> :		
Elementary	Middle	Secondary
--at least a bachelors degree AND --pass a test that demonstrates subject knowledge & teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum	--at least a bachelors degree AND --demonstrates competency in each academic subject they teach	--at least a bachelors degree AND --demonstrates competency in each academic subject they teach
	Mechanisms for demonstrating competency in each core academic subject area: --pass a test --academic major --graduate degree --coursework equivalent to undergraduate academic major --advanced certification or credential	

Highly Qualified Existing Teachers

The term <i>highly qualified teacher</i> applies to any public elementary or secondary school teacher who is fully licensed to teach in the state and does not have any licensure requirements waived on an emergency, temporary, or provisional basis. Teachers <u>not new to the profession</u> :		
Elementary	Middle	Secondary
--at least a bachelors degree AND --pass a test that demonstrates subject knowledge & teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum	--at least a bachelors degree AND --demonstrates competency in each academic subject they teach	--at least a bachelors degree AND --demonstrates competency in each academic subject they teach
	----- Mechanisms for demonstrating competency: --pass a test --academic major --graduate degree --coursework equivalent to undergraduate academic major --advanced certification or credential	
OR	OR	
--demonstrates competence in all academic subject areas via a highly objective uniform state standard of evaluation that: ➤ is based on both grade appropriate academic subject matter knowledge and teaching skills; ➤ is aligned with challenging State academic content and student academic achievement standards; ➤ provides objective, coherent information about the teacher’s attainment of core content knowledge in the academic subject areas being taught; ➤ is applied uniformly to all teachers in the same subject area and grade level; ➤ takes into consideration, but not based primarily on, the time the teacher has taught the academic subject; and ➤ may involve multiple, objective measures of teacher competency.		

DOCUMENTS SECTION

This section contains forms and instructions to be used for documenting highly qualified status. The following documents are included:

- **Professional Matrix and Instructions** (HOUSSE option for existing teachers)
- **Assurance Page and Instructions** (Official state form required for documentation of teachers highly qualified status)

PROFESSIONAL MATRIX

HOUSSE OPTION FOR DETERMINING HIGHLY QUALIFIED TEACHERS

Teacher Name _____ Content Area _____ Date _____

Complete one professional matrix for each content area. Refer to State Plan for detailed description of the teacher quality requirements.

Content Indicator Code	Activity Which Demonstrates Content Knowledge Expertise	Sample Activities	Recency	Points Credit	Point Limit	Evidences	Points Accrued
	National Board Certification in assigned core teaching area	<ul style="list-style-type: none"> Verification of being awarded Advanced Certification from the National Board for Professional Teaching Standards 	N/A	100	100		
1	Experience teaching in the specific <u>content</u> area	<ul style="list-style-type: none"> Verification of teaching experience by LEA/LEAs 	Within 10 yrs	5 per yr	40		
		<ul style="list-style-type: none"> <u>Content</u> instructor at IHE (Institution of Higher Education) 	Within 10 yrs	2 pts per sem hr	12		
2	Positive evaluations	<ul style="list-style-type: none"> Positive evaluation consistent with scoring at/above standards of Comprehensive Assessment, or meeting/exceeding expectations for Focused Assessment in the Framework for Evaluation and Professional Growth 	Within 10 yrs	10 per evaluation	20		
		<ul style="list-style-type: none"> Career Ladder II Career Ladder III 	N/A N/A	5 10	5 10		
3	College coursework	<ul style="list-style-type: none"> <u>Content</u>/subject area Subject area pedagogy (methods) Reading/writing for K-12 teachers in all subjects Students with disabilities English Language Learners Students in poverty 	N/A	2 pts per sem hr	40		
4	Honors/awards/publications	<ul style="list-style-type: none"> Each content article in regional, state, or national electronic or print journal 	Within 10 yrs	2 per article	10		

Content Indicator Code	Activity Which Demonstrates Content Knowledge Expertise	Sample Activities	Recency	Points Credit	Point Limit	Evidences	Points Accrued
4 (cont.)	Honors/awards/ publications (cont.)	<ul style="list-style-type: none">Annual educational/professional awards including school, district, regional, state, national	Within 10 yrs	2 per award	10		
5	Professional leadership	<ul style="list-style-type: none">Trained mentor of new teachers	Within 10 yrs	2 per yr	30		
		<ul style="list-style-type: none">Department/grade/team chair		2 per yr			
		<ul style="list-style-type: none">SIP/SACS Committee Member		1 per yr			
		<ul style="list-style-type: none">SIP/SACS Chair (in addition to membership above) or Board of Examiners Team Member		1 per year			
		<ul style="list-style-type: none">Cooperating teacher for student teachers/interns		1 per sem			
		<ul style="list-style-type: none">Curriculum/standards/assessment committees (including curriculum mapping)		2 per committee			
		<ul style="list-style-type: none">Textbook adoption committee		2 per committee			
		<ul style="list-style-type: none">Coordinator/facilitator/instructional coach		2 per year			
		<ul style="list-style-type: none">Consultant to state or national initiatives (e.g., AP, ETS, Academic Decathlon, ACT)		2 per year			
6	Staff/professional development	<ul style="list-style-type: none">Participation in professional development pertaining to <u>content</u> area or addressing needs of NCLB	Within 10 yrs	2 per six-hour event	40		
		<ul style="list-style-type: none">Presenter/facilitator of professional development pertaining to <u>content</u> area or addressing needs of NCLB		3 per six-hour event			
		<ul style="list-style-type: none">Membership in regional, state, or national <u>content</u>-specific organization		1 per yr			
		<ul style="list-style-type: none">Officer in <u>content</u>-specific professional organization		2 per yr			
		<ul style="list-style-type: none">Attendance at conference of <u>content</u>-specific professional organization		1 per yr			
		<ul style="list-style-type: none">Presentation at conference of <u>content</u>-specific organization		2 per yr			
TOTAL POINTS ACCRUED (At least 100 required for highly qualified status)							

Professional Matrix Instructions

HOUSSE OPTION

For detailed information about the teacher quality requirements, refer to the Tennessee Plan for Implementing the Teacher and Paraprofessional Quality Provisions of the No Child Left Behind Act (NCLB) of 2001, available online at <http://tennessee.gov/education/mnclb.htm>. Teachers should read this plan prior to selecting any option to meet the federal requirements of NCLB.

The federal No Child Left Behind (NCLB) core academic subjects include: English, reading or language arts, mathematics, science (biology, chemistry, earth science, physics, and physical science), foreign languages (French, German, Latin, and Spanish), civics and government, economics, arts (visual arts and music), history, and geography. For an elementary teacher (K-6), the content area should be listed as "elementary" since NCLB requires elementary teachers to demonstrate competency in the broad elementary curriculum.

The Professional Matrix enables teachers to accumulate "points" for a variety of professional activities and accomplishments related to the content area and teaching skills as a means to achieve highly qualified status. **Teachers must accumulate 100 points** on the Matrix to achieve highly qualified status.

In addition to the documentation noted below for each indicator, building-level administrators may wish to consider other appropriate documentation. Participation in professional activities (including experience) from other states or LEAs may be considered with appropriate documentation.

In addressing the 10-year recency requirement, a year is defined as July 1 to June 30. Use the current school year at the time you complete the matrix as the base and count back 10 years to July 1 of the applicable school year. Include activities that occurred between July 1 ten years ago and June 30 of the current school year. For example, if you fill out the matrix during the 2003-2004 school year, you may include activities between July 1, 1993 and June 30, 2004.

Content Indicator 1 – Experience in the specific content area

- The teaching experience must be within the specific content area (irrespective of grade level) and may include out of state and/or other Local Education Agency (LEA) experience.
- Institution of Higher Education (IHE) instructional experience must be within the specific content area and may include out of state experience.

Content Indicator 2 – Positive evaluations

- Teachers may utilize previous positive evaluations in accordance with the scoring standards of the Comprehensive and Focused Assessment in the Framework for Evaluation and Professional Growth. The evaluation expectation is that the standard for a professionally licensed teacher has been met as defined on pages 40 and 86 respectively, of the Framework. The evaluation must be on file.
- If a teacher was evaluated using the State Model for Evaluation that preceded the Framework, the acceptable scoring standard is a rating of 3-5.
- Points are applicable for the highest level attained for Career Ladder Level II or III only.

Content Indicator 3 – College coursework

Official transcripts (attach) should be used to evaluate undergraduate and graduate level college coursework in the following (divide quarter hours by 1.5 to translate quarter hours to semester hours):

- | | |
|---|------------------------------|
| • Content/subject area | • Students with disabilities |
| • Subject area pedagogy (methods) | • English Language Learners |
| • Reading/writing for K-12 teachers in all subjects | • Students in poverty |

- Technology integration which may include courses that focus on curricular uses of technology, problem-based learning with technology tools, etc.; excludes use of the internet, office software (WORD, EXCEL, etc.), communication tools (Outlook, GroupWise, etc.), programming or network design tools (Oracle, DB2, Access, HTML, Visual Studio, Front Page, etc.), etc.

Content Indicator 4 – Honors/awards/publications

- An article relating to the content area published in multiple sources may only be counted once (provide documentation).
- Awards may be counted more than once if awarded on more than one level. Levels include school, district, regional, state and national (provide documentation).

Content Indicator 5 – Professional Leadership

- Mentoring credit is awarded only to trained mentors who have served in a mentorship role. The mentor training must have been provided by the SDE or other state approved mentor training (attach copy of training certificate).
- Department, grade, or team chair assignment should be verified by building level administrator.
- SIP/SACS committee participation, including membership or chair, should be verified by building level administrator. Visiting SACS team membership is also acceptable. Board of Examiners' membership should be verified by building level administrator or by the State Department of Education, Office of Teacher Education and Accreditation.
- Cooperating teachers' supervision of student teachers/interns should be verified by building level administrator or Institution of Higher Education (IHE) coordinator.
- Instructional-based committee assignments (including textbook adoption, curriculum mapping, standards and assessments, Continuing Instructional Monitoring Plan (CIMP), etc.), should be verified by building level administrator and/or LEA administrator.
- Functions as a building-level coordinator, facilitator, or instructional coach should be verified by building level administrator.
- State or national consulting should be verified by the appropriate sponsoring agency.

Content Indicator 6 – Staff/professional development

- Professional development in the content area or related to the NCLB subgroups must be consistent with federal guidelines and in accordance with State Board of Education policy (www.state.tn.us/sbe). NCLB requires that professional development be ongoing and sustained. Such activities should be verified by building-level administrators.
- Presentation or facilitation of professional development is limited to a content area or pertaining to NCLB subgroups (Race/Ethnicity, Students with Disabilities, English Language Learners, and Economically Disadvantaged Students). Activity should be verified by building-level administrator.
- Membership and/or officer position is limited to content-specific organizations at the regional, state, or national level. These organizations may include Association of Supervision and Curriculum Development (ASCD), National Council of Teachers of Mathematics (NCTM), or Phi Delta Kappa (PDK), etc. It may not include sorority- or fraternity-type organizations (provide documentation).
- Conference attendance and/or presentation is limited to content-specific organizations (provide documentation).

TEACHER QUALITY ASSURANCE PAGE

All elementary, middle and high school teachers of core academic subjects must demonstrate that they meet the federal requirements. See instructions on the back of this form.

Full Name as it appears on Tennessee teaching license
(Last name, First name, and Middle name/initial)

Social Security Number

Current School System

School

License Endorsement Area(s) (List by codes)

Current Grade(s)/Subject(s) Taught

GENERAL OPTIONS

- Academic Major *(transcript attached)*
- Coursework Equivalent *(transcript attached)*
- Graduate Degree *(transcript attached)*
- National Board Certification *(copy attached)*
- NTE/PRAXIS Test *(documentation attached)*

HOUSSE OPTIONS (Existing teachers only)

- Professional Matrix *(attached)*
- Teacher Effect Data *(documentation attached)*
- Framework for Evaluation and Professional Growth
(option available after July, 2004)

Highly Qualified Content Area(s): Only one option is required for each content area. The following indicates the content area(s) and the option(s) that I have chosen to demonstrate that I meet the highly qualified requirements:

Content Area:	Content Area:	Content Area:
Option:	Option:	Option:

I hereby assure the Tennessee Department of Education that I hold a valid Tennessee teaching license. I understand that submission of this documentation demonstrates that I am a Highly Qualified Teacher in the above content area(s) under NCLB guidelines.

Misrepresentation or falsification of information may result in removal of highly qualified status and could be grounds for dismissal as a teacher under TCA 49-5-511.

Signature of Teacher

Date

LEA Review Verification

I assure the Tennessee Department of Education that I have reviewed the documentation of the above-named educator and recommend the highly qualified status.

Signature of LEA Representative
examining documentation

Director of Schools' Signature

Title

Date

Date

Teacher Quality Assurance Page Instructions

For detailed information about the teacher quality requirements, refer to the Tennessee Plan for Implementing the Teacher and Paraprofessional Quality Provisions of the No Child Left Behind Act (NCLB) of 2001, available online at <http://tennessee.gov/education/mnclb.htm>. **Teachers should read this plan prior to selecting any option to meet the federal requirements of NCLB.**

HIGHLY QUALIFIED CONTENT AREA(S)

For each content area in which a teacher wishes to demonstrate highly qualified status under NCLB, teachers must indicate the option used. **Teachers are not limited to the content area(s) they currently teach.**

The federal NCLB content areas are: English, reading or language arts, mathematics, science (biology, chemistry, earth science, physics, and physical science), foreign languages (French, German Latin, and Spanish), civics and government, economics, arts (visual arts and music), history, and geography.

For an elementary teacher (K-6) in a self-contained classroom, the content area should be listed as "elementary" since NCLB requires an elementary teacher to demonstrate competency in the broad elementary curriculum.

OPTIONS

For each content area, a teacher must choose one option to demonstrate highly qualified status. Only one option, either a general option or a HOUSSE (Highly Objective Uniform State Standard of Evaluation) option, is required for each content area. The HOUSSE options are available to existing teachers only. See options chart below.

General Options:

- **Academic Major:** For a teacher of grades 7-12, the undergraduate major must be in the core academic content area indicated. Attach transcript as evidence.
- **Coursework Equivalent:** For a teacher of grades 7-12, the 24 semester hours (undergraduate and graduate courses) must be in the core academic content area indicated and may include up to six hours of content methodology coursework. Attach transcript as evidence.
- **Graduate Degree:** For a teacher of grades 7-12, the graduate degree must be in the core academic content area indicated. Attach transcript as evidence.
- **National Board Certification (NBC):** NBC must be at the grade level being taught (K-6) or in the core academic content area (7-12). Attach a copy of certificate.
- **NTE/PRAXIS Test:** Refer to Appendix A and Appendix A (Part 2) in the state plan for a list of the applicable tests and the passing scores being used for highly qualified status. Attach a copy of the documentation that identifies the appropriate test passed for the applicable content area. If a test has been validated by the SDE online search, a copy of the teacher certification information sheet from the website may be attached for documentation.

HOUSSE Options:

NCLB allows an existing teacher who is not new to the profession (hired before the first day of the 2002-03 school year), to demonstrate highly qualified status through a Highly Objective Uniform State Standard of Evaluation (HOUSSE).

- **Professional Matrix:** One hundred (100) points must be accumulated for professional activities and accomplishments. Attach a copy of the completed Matrix. (For Existing Elementary Teachers, National Board Certification may count as 100 points.)
- **Teacher Effect Data:** The most recent 3-year average gain comparison of the teacher vs. the state must be Not Detectably Different (NDD) or Above the state mean. A copy of the report should be attached for documentation.
- **Framework for Evaluation and Professional Growth:** This option was developed to include more of a content focus. The revised Framework was made available after July, 2004.

Options	Elementary (K-6)		Middle or HS (7-12)	
General Options:	New	Existing	New	Existing
Academic Major			√	√
Coursework Equivalent of Major			√	√
Graduate Degree			√	√
National Board Certification (NBC)				√
NTE/Praxis Test	√	√	√	√
HOUSSE Options:				
Professional Matrix		√		√
Teacher Effect Data		√		√
Framework for Evaluation & Professional Growth*		√		√

*This option was approved by SBE action in June 18, 2004.

LEA REVIEW VERIFICATION

The LEA Representative is the individual at the local level (school or central office) that has responsibility for determining teacher's highly qualified status.